

INDIANA READING FIRST LOCAL REQUEST FOR PROPOSAL (RFP)

PROCEDURAL INSTRUCTIONS

Purpose of RFP

The purpose of the Reading First Local Request for Proposal subgrant is to support research based reading activities, programs, and professional development that are integrated into state and local reform efforts. Local programs will offer well-integrated components to improve instruction in the classroom at the kindergarten through third grade level. These components will help eligible school districts and schools meet the needs of all kindergarten through third grade students. The subgrant will provide assistance to teachers to help them improve students' reading by using instructional materials, programs, strategies, and assessments based on scientifically based reading research, and the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) as defined in the federal legislation.

Reading First Goals

The goal of the Indiana Reading First program is to ensure that children in Indiana will be reading at or above grade level by the end of grade three by:

- Goal 1 Ensuring that K-3 teachers, including special education teachers, learn about instruction and other activities based on scientifically based reading research (SBRR) and have the skills needed to teach reading effectively;
- Goal 2 Assisting districts and schools in identifying instructional materials, programs, strategies, and approaches based on scientifically based reading research and aligned to the Indiana Academic Standards;
- Goal 3 Ensuring that all programs, strategies, and activities proposed and implemented in kindergarten through third grade classrooms meet the criteria for scientifically based reading research;
- Goal 4 Assisting districts and schools in the selection and administration of screening, diagnostic, and classroom based instructional reading assessment with proven reliability and validity, in order to measure where students are and monitor their progress; and
- Goal 5 Integrating initiatives and leveraging resources available to eligible schools and districts to avoid the duplication of programs and services.

Priorities

A review of the research indicates that successful reading programs are based on a solid foundation of teachers' knowledge, commitment to scientific research based instructional practices and strategies, early and ongoing reading assessments that are reliable and valid, and an educational environment focused on literacy and supportive of teacher's ongoing

professional development. It also indicates that high-quality, scientifically based reading programs and materials include instructional content in the five essential components of reading instruction.

Indiana proposes to initiate a Reading First program that develops strong, scientifically based reading programs in eligible districts and schools and, at the same time, change the status quo of all Indiana children in kindergarten through grade three by supporting statewide professional development in scientifically based reading research and the five essential components of reading: phonemic awareness, phonics, vocabulary instruction, fluency, and comprehension. Through this effort, Indiana will:

- integrate scientifically based research reading programs, activities, and effective reading instructional strategies based on the five essential components of reading and supported by, and aligned with, the Indiana's Academic Standards for reading into daily classroom practice;
- provide high-quality, well-designed professional development aligning the instructional program and reading assessments, including their scientific research base, with the State academic standards to all kindergarten through third grade teachers, including special education, and administrators; and
- identify an assessment system that measures student progress in the five essential components of reading and identifies students who may be at risk of reading failure or are already experiencing reading difficulties by assisting districts and schools in the process of identifying, administering, and interpreting screening, diagnostic, and classroom-based and progress monitoring reading assessments proven reliable and valid.

All proposals submitted must demonstrate how the local education agency (LEA) will carry out the following required activities:

A. Schools to Be Served (5 points maximum)

- Describe the procedure the district will use to select the school(s). The description should include the criteria used in the selection based on the school's poverty level and need to improve student reading achievement.
- Explain the rationale for an eligible school's inclusion in this proposal, even if it does not appear to be the best candidate.
- Include a clear indication of the school's capacity and commitment to long term reading improvement as outlined by the Reading First Program.

- Identify schools in the district that meet the criteria but will not be served and the reason they were not selected.

Note: The LEA may only distribute funds to schools within the district that have the highest percentages or numbers of children reading below grade level, based on the current Indiana Statewide Testing of Educational Progress Plus (ISTEP+) for grade three and are identified for school improvement under Title I, Part A or have the highest percentage or numbers of children counted for allocations under section Title I, Part A.

Note: All eligible schools do not have to participate. The district may select which (among the eligible) schools it wishes to include in its proposal to the state. Schools that are eligible and not selected must be identified in the proposal.

B. Instructional Assessments (15 points maximum)

- Provide the criteria and evidence the district will use to determine all assessments that are chosen are valid and reliable, have a scientific research base, and are aligned to the instructional program, the five essential components of reading, and the Indiana Academic Standards for reading.
- Describe the procedure the district and schools identified will use to ensure the reliability and validity of the selected diagnostic assessments for each grade level and reading component. Diagnostic assessments will be given any time a school determines a more in-depth analysis of an individual student's strengths or weaknesses in a specific area is needed. Provide information on how the diagnostic assessment will determine the type of instructional strategies and/or intervention strategies a teacher will use with the child.
- Outline a clear schedule by grade level, for when and how appropriate assessments will be given to meet the appropriate skills, goals, and student outcomes at each grade level. The LEA should provide assurances that the assessments selected by the SEA and approved by the US DOE will be administered according to the schedule.
- Describe the LEA's training plan to ensure that all administrators and teachers will be able to accurately assess and monitor each student's progress and analyze assessment results.
- Describe how the information gathered from each assessment will be used to inform instruction and design professional development.

Note: The SEA will require all Reading First schools to use the assessments selected by the SEA and approved by the US DOE for screening, progress monitoring and outcome purposes. These instruments have been named as a valid and reliable measure of phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Note: LEAs must choose assessment instruments for the appropriate grade levels and reading components for diagnostic assessments. The LEA selections, however, must be taken from the Reading First Assessment Team Report, *Analysis of Reading Assessment Instruments for K-3* developed by Edward Kame'enui and the Assessment Committee as outlined in the *Summary of Assessment Committee Decisions: Grade Level by Type Measure*. Measures that were found to have sufficient evidence for diagnostic assessments are listed in this section by grade level. The information received from the diagnostic will determine the type of instructional strategies a teacher will use with the child in the classroom. A diagnostic can also be used to determine possible reading intervention strategies that may be needed.

C. Instructional Strategies and Programs (15 points maximum)

- Justify how the district and schools will select and evaluate scientifically based comprehensive reading programs for kindergarten through third grade. If the program has already been chosen, include supporting research or documentation for the reason and use of the program as it relates to scientifically based reading research.
 - Name the comprehensive program.
 - Describe the degree of implementation at each grade level.
 - Describe the amount and content of any professional development for the use of this program.
 - List any additional needs for materials and for professional development.
- Describe how the district and schools will provide reading programs that will enable all students to reach the level of reading proficiency designated for each grade level. Include the process, the timeline, and professional development the LEA will utilize for full implementation.
- Specify how the district and schools will select instructional programs that:
 - teach the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension),
 - include explicit and systematic instructional strategies,
 - have a coordinated instructional sequence,
 - are aligned with instructional materials,
 - are aligned with the Indiana Academic Standards for reading, and
 - allow ample practice opportunities.
- Describe, based on scientifically based reading research, how the schools will implement appropriate instructional strategies that teach the five components of reading offering students explicit, systematic instruction. For example:
 - phonemic awareness: isolating and manipulating the sounds in words;
 - phonics: blending sounds, using texts that allow student to practice phonics knowledge;
 - fluency: assisted, repeated oral reading;

- vocabulary: repeated exposure to the meanings of words in varieties of contexts; and
- comprehension: summarizing text, graphic and semantic organizers, asking and answering questions, summarization.
- Explain how the district and schools will implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and maximize achievement and to monitor the continued progress of students reading below grade level.
- Describe how the LEA will monitor to ensure that the reading program is fully implemented and not layered on top of non-research based programs that may be already in use.

D. Instructional Materials (beyond materials selected above) (5 points maximum)

- Explain how the district and the schools will select and implement instructional materials based on scientifically based reading research and coordinated with the comprehensive reading program.
- List and describe how the instructional materials support:
 - the teaching of the five components of reading,
 - explicit teaching strategies,
 - a coordinated instructional sequence,
 - ample practice opportunities,
 - and are integrated with the comprehensive reading program, and
 - the Indiana Academic Standards for reading.
- Describe how instructional materials (including supplemental and intervention) will be used for their intended purpose.
- Describe how the LEA will monitor the selection and use of the instructional materials to ensure that the materials are being used for the purposes intended.
- Detail how the LEA will provide guidance to schools in the selection of new technologies that are based on scientific reading research. Describe how the LEA will monitor to ensure schools make the best most effective use of technology.

E. Instructional Leadership (10 points maximum)

- Address how the district and schools will designate individuals with sufficient time and expertise to provide the leadership and commitment to the Reading First program. Describe how the reading coach will be selected and how this will be done to ensure that the individual will support and promote learning of scientifically based instructional strategies and practices among all educators.

- Outline how the duties and responsibilities of the leadership (principal and coach) will ensure implementation of a comprehensive reading and intervention program. Including:
 - the authority and expertise to align curriculum and state standards,
 - the ability to evaluate school and student progress, and
 - the ability to use monitoring to inform instruction, plan professional development, and refine programs as needed to meet student and teacher needs.
- Describe how the district and schools will support and promote the training for all leaders in scientifically based reading research, the five essential components of reading, research based instructional strategies, coaching and mentoring, and assessments.
- Describe the district and school plans for continuity of leadership if there is a change in leadership in order to sustain high levels of achievement (i.e. plan if principal leaves).
- Describe how the LEA will monitor and support the training of the instructional leadership in the schools.

F. District and School Based Professional Development (15 points maximum)
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- Outline a clear plan and process for the delivery of professional development to kindergarten through third grade teachers, including special education teachers, and administrators. This plan should include how the district and school:
 - assess the specific professional development needs of their teachers and plan accordingly;
 - offer a full range of professional development experiences that are intensive, focused, and of sufficient duration to achieve the purposes and goals of the professional development; and
 - give teachers adequate time for learning and implementing scientifically based reading instruction and strategies, including time for study, observation, practice, application, reflection, and evaluation.
- Describe an intensive and focused professional development plan that includes both initial preparation in and ongoing support of:
 - the five essential components of reading,
 - the implementing of scientifically based instructional materials, programs and strategies in the classroom,
 - selecting and using appropriate screening, diagnostic, and ongoing classroom assessment to inform instruction and monitor student progress, and
 - aligning all of the above to the Indiana Academic Standards.

- Detail the district plan to train onsite coaches. The plan should outline substantial time for initial training, practice, and implementation and the ongoing professional development and support the district will provide for designated coaches.
- Address how the district and school will ensure professional development providers are individuals highly knowledgeable in scientifically based reading research and experienced in classroom implementation of research based instructional strategies, programs, and assessments.
- State how the district plan will coordinate local professional development with State activities and professional development opportunities to improve reading achievement.
- Attach a timeline detailing how the district will implement professional development in a seamless, connected plan.
- Describe the different types of professional development opportunities that will be available to teachers and administrators initially and throughout the year and may include:
 - Intensive institutes
 - Whole and/or half day sessions
 - Grade level meetings
 - Study groups
 - Across grade level meetings
 - Online courses
 - College courses or specially created college courses focusing on Reading First issues
 - Coaching and teaching
- Describe how the LEA will monitor and evaluate the effectiveness of the professional development program.

G. District Based Technical Assistance (10 points maximum)

- Describe how the LEA will coordinate high quality local technical assistance related to the implementation of Reading First with the technical assistance provide by the State.
- Describe the district plan for providing technical assistance to eligible schools by:
 - identifying the needs, including professional development needs, of the administrators and teachers in the individual schools (data driven),
 - helping schools set goals and outcomes for reading improvement,
 - assisting in the ongoing monitoring and evaluation of the program, and
 - providing direction concerning the budgeting and leveraging of resources.

- Describe how the LEA will monitor and evaluate the effectiveness of the district provided technical assistance.

H. Evaluation Strategies (10 points maximum)

- Describe the design of the district evaluation plan. List the student outcome goals for each grade level and how and when the district will monitor and document student progress and achievement.
- Ensure that the district will report to the State valid and reliable reading achievement data disaggregated by low-income, major racial/ethnic groups, English language learners, and special education for kindergarten through third grade students in the Reading First schools.
- Identify and describe the validity and reliability of the measures the district will use to document the effectiveness of the Reading First program and activities in individual schools and for the district as a whole.
- Specify how the district will document the results of the evaluation and what form the final report will take.
- Describe the LEA plan to work with schools who are not meeting outcome goals. List any interventions including materials, strategies, and assessments.
- Describe the district plan to make decisions related to the Reading First data based on the evaluation outcomes including intervention with and/or discontinuation of non-performing schools.

I. Access to Print Materials (5 points maximum)

- Describe how the district plans to promote reading and library programs that provide student access to a wide array of engaging reading materials, including both expository and narrative texts.
- Detail how the district plans to leverage the Reading First program with other funds, for example, Reading is Fundamental and Improving Reading through School Libraries program, if applicable.
- Describe any local library programs that will be coordinated to access print materials.

J. Additional Criteria (4 points maximum)

- Describe any additional activities for which the district anticipates using Reading First funds. Describe how the activities will be used, how these activities are based on SBRR, and how they are aligned with other Reading First activities.

- Submit evidence to ensure the additional activities are based on scientifically based reading research and aligned with the district's overall Reading First plan.

K. Competitive Priorities (30 points maximum)

A priority will be given to school districts:

- with at least fifteen percent of the students served from families with incomes below the poverty line; or at least 6,500 children served by the district from families with incomes below the poverty line;
- presenting proof of ability to successfully implement strategies and programs based on scientifically based reading research as outlined in their proposal;
- showing evidence of successes as measured by appropriate assessment instruments with proven validity and reliability;
- documenting the need for Reading First funds in the specific schools chosen to receive the Reading first funds;
- presenting proof of instructional leadership capacity and commitment in each school selected for eligibility; and
- developing a process of integrating and leveraging the Reading First grant with existing reading and professional development resources.

Coordination with Other Programs:

Show how the LEA plans to improve reading achievement by indicating eligible schools and current state reading initiative activities in which each school is participating:

Name of School	Title I CSRD and/or CNA	I-READ	Grade 1 Reading Assessment	Early Intervention	K-1 4Rs Grant

- Describe how the district and schools plan to leverage funds from other State and Federal programs, particularly Title I, to improve reading instruction for all students.
- Explain how the use of the Reading First funds will be used to expand and strengthen any reading programs based on scientifically based reading research that may already be in place in some eligible schools.

L. Equitable Participation Requirements for Private School Children

- Describe how the district will provide equitable participation for private school children in the jurisdiction of the eligible schools selected.
- Explain the process the district will use to consult with appropriate private school officials during the design and development of the Reading First program on such issues as
 - determining eligibility of private school children;
 - identifying the children's needs;
 - what services will be offered;
 - how, where, and by whom services will be provided; and
 - how the services will be assessed.

Note: Funds awarded to State educational agencies and local educational agencies under Reading First are subject to the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers). The statute requires LEAs to provide private school children and their teachers or other educational personnel with educational services that address their needs related to Reading First on an equitable basis with public school children and teachers. LEAs must provide these services in a timely manner.

Note: All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological.

Note: The eligibility of private school children is determined either by the residence of private school children in the attendance area of a public school receiving Reading First funds or by the location of a private school in the attendance area of a public school receiving Reading First funds.

M. Coordination with Other Programs (5 points maximum)

- Describe how the district and schools plan to leverage funds from other State and Federal programs, particularly TitleI to improve reading instruction.
- Detail how Reading First funds and scientifically based reading research will be used to expand and strengthen any reading programs already in place in schools

N. Grant Budget Approval Form (15 points)

This section provides information to demonstrate that the proposed initiative has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project, the capacity of the district and each designated school, the time frame, and the expected outcomes.

Budget Summary—The fiscal and administrative personnel of the agency should assist in the completion of the Budget summary. The District Budget Summary must include the cost of the proposed Reading First program for the District. A School Budget Summary for each school designated to receive Reading First funds will be required. The budget is for 2003-2004 funding only, but a **proposed** budget for the first three years may be included.

Budget Detail— As part of the Reading First proposal narrative:

- Explain in detail each cost that appears on the Budget Summary. Use the function code and title from the Budget Summary to identify each amount. The budget and costs should reflect the activities required by the Reading First initiative including:
 - reading assessments
 - instructional programs and strategies
 - instructional materials
 - professional development
 - technical assistance
 - evaluation
 - reading and library programs
- Illustrate sources and information to further explain the budget and assist the reviewer in understanding expenditures.
- Include a statement and supporting documentation that the program expenditures do not layer selected programs on top of non-research based programs already in use for services to students identified as at risk of reading failure.
- LEAs must budget for the use of the all of the assessment tools indicated on the *Reading First Assessment Schedule* and for the diagnostic assessment tools selected by the LEA.
- The budget must reflect a Reading Coach for each school designated to receive Reading First funds.
- Up to 3.5 percent of the total of the funds provided under the subgrant may be used for planning and administration.